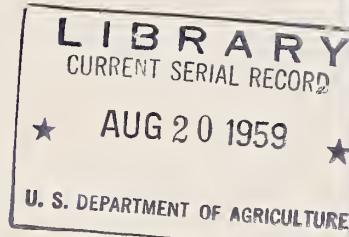


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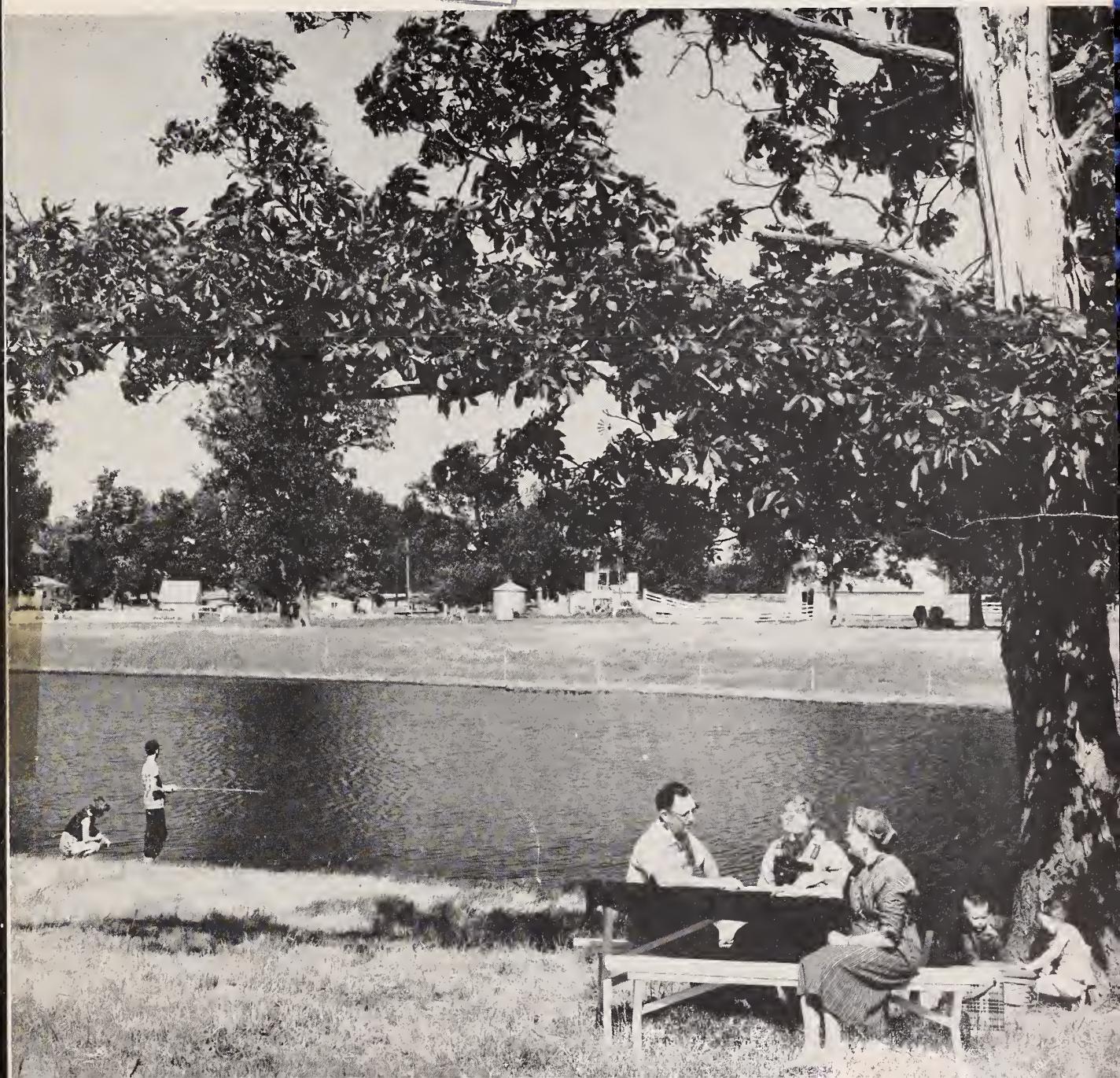


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EXTENSION SERVICE  
*Review*

JULY 1959



# EXTENSION SERVICE Review

Official monthly publication of Cooperative Extension Service: U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

The Extension Service Review is for Extension educators—*T*in County, State and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their community.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

Vol. 30

July 1959

No. 7

Prepared in  
Division of Information Programs  
Federal Extension Service, USDA  
Washington 25, D.C.

Division Director: *Elmer B. Winner*

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## EAR TO THE GROUND

Farm ponds have many uses. They serve as a source for irrigation and livestock water; even a source of income through fish crops. And ponds have recreational uses, too. These are the farmer's "fringe benefits."

Farm families use ponds as their own private swimming pool, a place to "wet a hook," picnic, or just relax. In the scene on this month's cover, a Callaway County, Mo. couple visit with a friend, while two of the grandchildren try their fishing luck. Two others peek into the picnic basket to see what Grandma has fixed for supper.

Ponds can be dangerous, though. In North Carolina, for example, 83 persons lost their lives in farm pond accidents in a 3-year period.

Extension workers there took the lead in promoting farm pond safety. An intensive effort has been underway since 1957 to spread knowledge of safety precautions. As Director David S. Weaver points out in the article on page 149, "Education is the only resource we can rely upon to prevent serious accidents and needless loss of life in our farm ponds."

You'll note that this month's cover is the first since February which hasn't had the plant symbol of the

Scope Report. This and the next are general issues, with a variety of topics. We'll resume the Scope series in September, featuring Family Living.

In every Review issue, special or general, we try to offer something of interest to all extension workers. This issue contains articles on serving farmers' economic needs, organizing 4-H Clubs, introducing plant science to youth, health education, regulations for packaging farm products, and professional improvement.

I had an opportunity in June to discuss the Review's objectives with the executive committee of the National Association of County Agricultural Agents. I pointed out that the Review has been called "an open window." It's a window through which extension workers can see what their fellow workers are doing—which extension workers can see what

County extension workers are the Review's primary audience. We want to aim it directly at your needs. So we'd welcome your comments on how the Review can be more helpful. Tell us what you like about it; more important, tell us what you dislike so we can try to improve it. You will be helping the Review to better serve its function as a professional improvement device.—EHR

The Extension Service Review is published monthly by direction of the Secretary of Agriculture as administrative information required for the proper transaction of the public business. The printing of this publication has been approved by the Bureau of the Budget (June 26, 1958).

The Review is issued free by law to workers engaged in extension activities. Others may obtain copies from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., at 15 cents per copy or by subscription at \$1.50 a year, domestic, and \$2.25, foreign.

# serving the economic needs of farmers



by JOHN N. FISKE, Napa County Farm Advisor, California

OUR present system of research and extension in land-grant colleges has greatly changed the face of America. Technically trained extension workers have brought and applied the results of production research to farms.

Agricultural production efficiency has increased so that only 12 percent of our population is engaged in production of food and fiber. Our future food supply seems assured. Our problem now is how to farm successfully in a chronic situation of oversupply and prices too low to maintain a healthy agriculture.

## Need for Understanding

Most of our efforts in attempting to solve agricultural economic problems have been through legislation or with relatively large agricultural or commodity groups. Comparatively little attention has been given to an understanding of basic economic principles by small groups or individual farmers. Certainly enough guideposts have been established in this technical field to extend valuable, practical information to individual producers.

The rapidly changing structure of markets for farm products needs to be better understood by both county agents and producers. Tremendous growth in size and power of retail buying units is forcing change all the

way down the line in size of production units and in planning and tailoring production to meet market specifications now geared to mass production techniques.

Marketing trends include: Developments in integration, contract farming to meet market needs, precision merchandising, and streamlining for greater efficiency. These trends need to be interpreted to the producer.

## Teaching Must Change

Perhaps it is trite to say that the teacher must know more than the pupil if he is to teach. We must, however, recognize that many producers know more today than some research workers did 20 years ago.

If we are to do effective teaching, we must know the real needs and get the facts. Today's producer wants and expects to get good economic facts and teaching. This will require further specialization by agents.

Four men and two women are on the Napa County staff. Our work is divided vertically by commodities or programs, but increased knowledge in broad fields forces us to specialize horizontally as well. So we have specialists in soils, entomology, weeds, water, and general agricultural economics. In addition, each staff member must have a working knowledge of economics as it applies to his particular vertical field.

Here are eight examples of actual problems for which agents in our county are having to provide answers.

**New production practices:** Will a new method or an added input bring an economic return in the short run—in the long run? If not, can it be modified so that it will?

**Law of diminishing returns:** Where is the highest profit point in the use of a given input, such as fertilizer? How can we help determine the marginal returns in the use of a limited input, such as irrigation water?

**Comparative advantage:** Is the area making the best use of its resources? How can the county agent help producers meet competition from other producing areas by recognizing economic problems and developing more efficient production and marketing practices? What are the trends in market demands and why?

**Recordkeeping:** How can records aid in measuring farm performance and in decision making? What records are necessary for insurance and tax returns? How can records be designed to fit individual needs?

**Integration:** How can we help producers understand the processes of market integration which are rapidly developing? How can we help them meet these changes through shifts in organization, production techniques, or class of commodity produced?

**Public affairs:** How can we help people think through public issues so they can base their voting decisions on sound economics instead of misinformation or propaganda? What are the effects of Federal, State, or county laws or regulations on the economy of a commodity?

To do a good educational job in this area we need to develop better techniques and have better trained personnel. Otherwise, we can only view passively a sequence of events that should be part of our work as public educators. We should teach people how to think through public issues rather than what to think.

**Input and cost data:** For comparing and selecting enterprises, for analysis of existing enterprises to improve profit, for individuals and groups studying commodity problems, and for newcomers needing such information. To accomplish this, county agents need training in farm man-

(See *Economic Needs*, page 150)

# FIVE TIMES AS EFFECTIVE

by FRANCES FORTENBERRY, *Rural Electrification Specialist, and SUSIE OVERSTREET, Specialist in Health Education with Extension Service and State Board of Health, Mississippi*

WHAT would you do if the census indicated that only about 25 percent of the farms in your State had water under pressure and you realized that even fewer had a safe water supply?

Take action probably. That's what we did in Mississippi. And to do the job, we enlisted four other organizations in a safe water program.

The Tennessee Valley Authority power use department was invited because they offered to help with programs being planned by extension specialists in rural electrification. The State Board of Health could give invaluable assistance not only in determining the sanitary condition of the present water supplies, but also in planning and supervising the installation of safe water systems.

The home demonstration councils and clubs provided someone in the communities to help tell the story. Each local club has a health chairman who could spearhead the activity. Area rural electrification associations offered awards to local home demonstration councils.

Home agents played an important role, too. They were responsible for initial local promotion of the program.

As the program developed, we realized that to give it the emphasis and attention it needed we would have to limit it to only a portion of the State. We decided to concentrate on encouraging farm families in the northeast area to secure a water system



Models of safe wells are used by home demonstration agent to emphasize need and explain how improvements can be made.

meeting standards of the State Board of Health.

A series of six meetings was planned to inform the county extension staffs, county sanitarians, and representatives of the rural electric associations. Participants were representatives of Extension, State Board of Health, and TVA.

Each 1-day program included a panel on, What Running Water Means to the Farm Family. It also included a discussion on planning and financing a water system. Kits of material on water systems, pumps, plumbing, conditioning, and requirements for safe water were distributed to county workers.

## *Spreading the Word*

Every known method of spreading the information was used. Representatives of cooperating groups gave demonstrations and illustrated lectures to most of the 32 county home demonstration councils. Their purpose was to impress the audience with the need of a safe water supply. They explained the economics of water systems under pressure in farm and home management. The conveniences to the farm family of such a system were not overlooked. Then it was the job of council members to carry the program to the club members and others in the county.

Articles written by home demonstration agents, extension specialists, REA representatives, and others ap-

peared in most county papers in the area. Radio and television on the State and local level were used, too. About 20 television shows presented the story of safe, adequate water.

A contest among home demonstration clubs promoted completion of questionnaires about family water supplies. These questionnaires were used to determine which water systems should be inspected. Certificates were awarded to families whose water systems met requirements of the State Board of Health.

Clubs were given credit for all certificate winners they contacted. Rural electric associations awarded prizes to clubs responsible for the largest numbers of certificates.

The success of the program, and it was a success in most counties, depended on the full cooperation of the home demonstration agents, the home demonstration health chairmen, and the county sanitarians.

We had unexpected cooperation from three sources. An electric power association worked with the families on financing the wells and equipment. And a pump distributor and water well drillers contributed to the contest prizes.

All results will not be felt for several years, but an evaluation of the visible results shows that much was accomplished. A total of 2,335 families received certificates on their

*(See Water Supply, page 151)*

# Paving the Way to Farm Pond Safety

by MRS. VIRGINIA NANCE, former Home Economics  
Editor, North Carolina

ALONG with paving highways throughout the State, North Carolina has been paving another kind of road in the past two years—the road toward farm pond safety.

With approximately 30,000 existing ponds and more being built each day, the State has been faced with an increasingly serious water safety problem. In 1956, 35 persons were drowned on farms in the State. From 1954 through 1956, 83 persons lost their lives through farm pond accidents. Most of these could have been saved if there had been a knowledge of safety precautions.

Early in 1957, Director of Extension David S. Weaver, with the assistance of many other organizations and agencies, began an organized effort to bring the problem to the attention of those most concerned.

An exploratory meeting of State public welfare and health agency heads was called. Representatives of the University of North Carolina division of public health affairs, the American National Red Cross, and others also attended. This group re-

viewed the statistics on farm pond accident types, age groups, and other factors.

Probably the most important result of the initial meeting was a determination to get to work on the problem, using all available channels. The first step in this effort was a mass media promotion campaign.

The N. C. Extension radio studio and television station were used frequently during the summer of 1957 to discuss farm pond hazards and safety. Press releases were sent to all papers in the State.

Persons in charge of waterfront activities at the four State 4-H camps were trained by Red Cross first aid and water safety representatives in water safety and small craft demonstrations. They in turn gave demonstrations to each new group of camp-



Farm pond and water safety instruction is given during 4-H Club Week.

ers. This reached several thousand youngsters in a relatively short time.

High praise went to a series of farm pond safety demonstrations held in the summer of 1957. Red Cross volunteers conducted special one-day training sessions in small craft and water safety at eight key spots in the State. 4-H Clubs from surrounding areas sent representatives to these sessions. Then the club teams gave water safety demonstrations at farm ponds, small lakes, and swimming pools in their counties.

Director Weaver arranged with S. P. Lyle of the Federal Extension Service for farm pond safety demonstrations at the 16-State Regional Negro 4-H Club Camp in Washington, D. C.

All resources of the N. C. Extension Service, with its 118 specialists and more than 700 county farm and home agents, were put into action. Agents and specialists were shown the importance of getting information on water safety to all farm families.

Agricultural engineers developed a display for the State Fair. It depicted two farm ponds, one with all types of hazards and the same pond with hazards removed and safety devices installed.

The booth at the fair led to a demand for blueprints and other suggestions on making farm ponds safe. Howard M. Ellis, extension agricultural engineer, developed blueprints and made them available to farm people.

In 1958, a renewed, expanded pro-

(See Pond Safety, page 158)



Public education in farm pond safety included State Fair exhibit viewed by thousands.



Magna-board visuals were used by Home Agent Ruth George in series of consumer information demonstrations.

## Showing Consumers How Food Gets to Market

by RICHARD LEE, Agricultural Editor, Missouri

HOMEMAKERS in Audrain County, Mo., have a better understanding of food marketing problems as a result of a unique program by Home Agent Ruth George.

Numerous questions from homemakers about new products, good food buys, and similar questions prompted Mrs. George to develop a county consumer information program.

Her program was planned to show some of the problems facing producers, handlers, and consumers during a food product's journey from the farm to dinner table. She used turkeys as an example. Because turkeys aren't produced commercially in the county, few homemakers-consumers in the area had much knowledge of marketing problems.

To get ideas and material for a demonstration, Mrs. George had help from Mrs. Orrine Gregory, home economist in marketing, and Ted Joule, poultry marketing specialist. Together, they shaped an information program that included the points of view of three different areas of extension work.

Mrs. George used this material to present demonstrations to 32 home economics extension clubs, a district extension poultry conference, a meet-

ing of marketing specialists, and three civic groups.

The demonstration and techniques involved in setting up such a program were explained to seven other central Missouri home agents. The idea can, of course, be adapted successfully in other counties.

Her efforts didn't stop at this point. Mrs. George used the information in a series of radio broadcasts.

In still another phase of the marketing program for consumers, Mrs. George arranged for club members to tour grocery stores. On these tours, store managers explained some of their marketing problems, not only with turkeys, but with other foods.

The Missouri home agent estimates she reached 11,000 homemakers.

Members of the home economics extension clubs received the program with open arms. Most of them now have a leader responsible for developing additional consumer information programs within individual clubs.

Marketing Specialist Joule is an enthusiastic booster of the work, which is expanding in the State. Joule says such work is of untold value in promoting better consumer understanding of problems facing producers and handlers.

## ECONOMIC NEEDS

(Continued from page 147)

agement techniques and a realization that this tool can aid in bringing many needed adjustments.

*County economic climate:* How can we best assist in agricultural planning, county government, and tax planning?

County agents must have a general knowledge of economic tools if they are going to provide sound and practical answers to these questions which are now a part of our daily work pattern.

The county agent of yesterday was essentially a production man. Economics for the most part was left to specialists. Today's successful county agent must retain production techniques in perhaps a more specialized field and also have a working knowledge of economic techniques.

Five steps would help Extension to serve the economic needs of farm people in the future as they have served them in the physical sciences in the past:

1. Basic training in agricultural economics should be required for county agent work. It should include a year's course in farm management designed to fit the highly specialized and commercialized agriculture of the day.

2. Continued on-the-job training and course work for credit should be offered and required.

3. Increased specialization is needed. This will require more staff people in some areas but that is not unnatural. How many agricultural economists did we have 50 years ago?

4. County agents need more assistance from specialists in developing local programs that can be presented in a simple but forceful fashion and that have real, practical meaning to the groups concerned.

5. County agents should be encouraged to belong to economics associations, just as many of them now belong to horticultural or livestock societies.

The progress made in agricultural production over the past 44 years by teaching at the grass roots level can be duplicated in the field of agricultural economics with lasting results. We must seek and train competent, dedicated men to do this job.

# CUTTING AN AVOIDABLE COST



by R. L. CHILDRESS, *Federal Extension Service*

COUNTY agents can help fruit and vegetable growers and shippers avoid an unnecessary marketing cost. Through an educational program, agents can make growers and shippers aware of regulations regarding grading and branding perishable products.

Here is the problem. When U. S. Department of Agriculture inspectors find produce in packages marked in violation of the Perishable Agricultural Commodities Act (PACA), the dealer is required to remove or black out the markings, repackage or re-grade the products, and otherwise comply with the provisions of the Act. This is costly.

In addition, the dealer risks the cost of legal action and can lose his PACA license if he offers or sells misbranded or misrepresented produce in interstate or foreign commerce. When this happens, the dealer is not likely to be a satisfied customer of the packer. In the future, he may look for another source of supply. And he may pass back to the shipper the costs incurred in obliterating incorrect marks, repacking, or regrading to designated grade marks.

## *Intent of the Act*

The purpose of the PACA is to suppress unfair and fraudulent practices in buying and selling fruit and vegetables in interstate or foreign commerce. The Act makes it unlaw-

ful to "misrepresent by word, act, mark, stencil, label, statement, or deed, the character, kind, grade, quality, size, pack, weight, condition, degree of maturity, or State or country of origin of any perishable agricultural commodity received, shipped, sold, or offered to be sold in interstate or foreign commerce."

These provisions were made a part of the Act at the request of growers, shippers, and receivers. They recognized that USDA needed authority to eliminate unfair competition resulting from misbranding and misrepresentation of produce.

## *Violations Occurring*

Agricultural Marketing Service, responsible for enforcing the PACA, continually spot checks fruits and vegetables on the terminal market. Latest figures indicate 160 misbranding violations found in about 1,000 inspections and investigations in 147 cities. Of these, 55 percent were misrepresentation as to the State or area of origin and 25 percent were failure to meet the designated grade.

Many violations were due to containers being re-used with original markings still present. Commodities most commonly involved were cabbages, potatoes, onions, apples, and sweet potatoes.

Regulatory workers report that most of this misbranding is on produce packed by growers who are not

aware of the law and its possible consequences. Here's where the county agent can help.

For example, a potato grower may be using sacks marked U.S. No. 1 but may not have his potatoes certified No. 1 by federal inspectors. In such a case, the extension worker can help the grower understand grading standards.

The PACA doesn't require any markings on containers. However, U.S. grade marks and other information shown must be correct. Some States have other requirements which must be observed.

Regulatory personnel recommend that used sacks be turned inside out and incorrect markings on other containers be obliterated before packing. If names and addresses are required by State laws, stencils, reprinted sacks, or cards attached may satisfy their requirements. But, cards are easily removed or obscured from view. And, attachment of tags or cards to used containers without obliterating incorrect markings does not correct a misbranding under the PACA.

For additional information concerning the Perishable Agricultural Commodities Act, you may contact specialists on your State staff or the PACA offices in the following cities: Washington 25, D. C.; 610 S. Canal St., Chicago 7, Ill.; 300 W. Vickery, Fort Worth 4, Tex.; 1031 S. Broadway, Los Angeles 15, Calif.; 139 Centre St., New York 13, N. Y.; Old Arcade Building, Winter Haven, Fla.

## **WATER SUPPLY**

*(Continued from page 148)*

water systems and 819 wells were improved due to the program.

Because of this program, five times as many club members in the 32-county area had their water systems checked than had done so the previous year.

Several counties are continuing the educational program on safe water systems and the convenience and economy of water under pressure. The home demonstration agent is responsible for the continuation of the program wth the county sanitarian cooperating in each county.

We feel that we have proof that by working together, five groups can achieve better results than working separately.

# Showing How to Change Attitudes

by PAUL C. BARKER, 4-H Club Specialist, California

ATTITUDES of people can be changed. Aristotle was aware of this when he said: "All the acts of man necessarily come from seven causes—chance, nature, compulsion, habit, reason, passion, and desire."

Today any lynching scene in a television western provides convincing evidence. We see the ease with which a mob is aroused by fiery words. And then, not so easily but always more effectively the lynching is averted by the steadfast courage of the marshal and his appeal to the decent instincts of less threatening members of the mob. Tensions relax and everyone goes home presumably with a better attitude toward law and order.

If a lesson is to be learned from these dramatizations of unreal western life, it is that inner impulses are more effective than superficial influences in changing attitudes.

## *Our Responsibility*

Our task, like that of the good marshal, is to help develop, or bring to light at least, those attitudes which will affect a change in behavior—we hope for the better. We can be dramatic, too, without recourse to the hangman's noose and sawed-off shot-guns. The trick, of course, is to involve the people with whom we are concerned.

By using a provocative panel, we can challenge and even threaten people's beliefs. Role-playing can be used to visualize the absurdities of certain attitudes. Deliberate misstatements can precipitate a display of feeling.

A more discreet approach was used with some success in a recent series of regional conferences for California county 4-H staff members. It demonstrated a method that can be used with club leaders.

On the agenda was a topic, Strengthening the 4-H Club Summer Camping Program. It reflected agents' concern with the apparent failure of camping to make a contribution to

the 4-H Club program worth the time and effort involved.

Discussion was introduced by a statement of the camping situation in California. The statement listed the number of counties engaged in camping, compared the ones using leased camp sites and those operating their own properties, and covered the percentage of members and leaders enjoying the camping experience, and the staff time involved.

## *Provoking Discussion*

Agents' attitudes toward the camping program were determined by posing three questions. Is 4-H summer camping a part of the stream of educational forces acting favorably on the lives of 4-H Club members? Is it a questionable venture into an area of outdoor group living largely unnecessary for rural boys and girls? Is it an annual endurance contest, merely testing the physical stamina of staff and members?

It was pointed out that a negative attitude as implied in question three left but one logical course of action—to eliminate camping. Question two implied a lukewarm attitude with two courses of action open—improve the camping program or remove it from the 4-H calendar. Question one implied a positive attitude and acceptance of camping.

Question three was greeted with laughter—evidence that it was pretty close to the truth. Question two forced a recognition of reality—that the camping program was here to stay and should be made as effective as possible. Question one obviously led to consideration of methods to strengthen camping.

The agents were then asked to choose one of three roles—that of 4-H Club member, leader, or agent. They were grouped according to role and asked to write out five or six objectives of a good camping program. As each group reported, a composite set of objectives was written on the blackboard.

The objectives were evaluated in terms of four basic needs of young people—affection, approval, confidence, and independence. They were examined also in terms of their value as supplements to the regular 4-H Club program in such fields as science, health, safety, recreation, music and singing, leadership development, recognition, teamwork and fair play, and moral and spiritual values.

After establishing the validity of the objectives, the group examined the two major elements of camp organization: camp management—the essential framework of practical details involved with group living; and camp program—the essence of camp life for the members. Camp program involves utilization of leadership opportunities, creation of proper camp morale and attitudes, provision for a flexible and varied choice of activities, and pre-camp training for camp staff.

## *Deeper Study*

Five workshop groups developed ideas in regard to these areas of camp management and program, then reported back to the entire group. Their reports were tacked up on the walls of the conference room so that everyone could read them, discuss them with understanding, and get a comprehensive picture of the entire camp organization.

The results proved the value of the method. Agents who had been dubious about the value of camping changed their beliefs. The series of group processes in which they had been involved had changed their attitudes as no amount of argument could have done. Agents who believed in camping left the meeting with a clearer idea of how responsibilities might be shared between agents, leaders, and campers.

All the agents saw in the method a useful formula for enabling people to develop attitudes. This would result in increased ability and understanding for working cooperatively with others.

# Steps to organizing



by W. A. MILBRATH, Kalamazoo County 4-H Agent, Michigan

ORGANIZING 4-H Clubs and offering a 4-H experience to more boys and girls is an important part of our job as extension agents in 4-H Club work.

A recent time study in Connecticut points out that extension agents working with the 4-H program spend  $\frac{1}{12}$  of their time in planning for county events and  $\frac{1}{8}$  of their time in conducting these events. But only 1 percent of their time is spent on organizing new Clubs.

To some extent, a similar situation existed in Kalamazoo County—a county with great potential for new club organization in suburban and urban areas. With the help of all agents on the county staff, we streamlined the procedure and came up with a plan for organizing clubs which is much less time consuming. Most important, it is effective, it works, it gets results!

Many of the steps of this plan have been used by extension agents for many years. However, the total plan may be useful to agents as they offer the 4-H program to more boys and girls.

All 4-H Clubs in Kalamazoo County are organized on a "community club" basis. There are several project groups within each club, with leadership from parents and others in the community. Here are the steps in our plan for new club organization:

● **Contact School Officials:** An elementary school area, for purposes of organization, is the community or geographic base for a new club.

In working in a particular school area, I first contact the principal. He is asked to schedule an orientation meeting and arrange for passing out a brochure, *An Introduction to the 4-H Program in Kalamazoo County*. After the date has been set, brochures and meeting announcements are delivered to the school to be passed out about three days before the meeting.

It is important to stress that this is the *only* involvement of the school. School officials often are concerned about this.

● **Contact Leader-Adviser:** An experienced 4-H leader from another community club is selected to be the "leader-adviser" for each new club.

The leader-adviser's responsibility is

to offer advice and suggestions and answer questions of the new group. It does not include doing organizational work.

● **Orientation Meeting:** Parents as well as children are asked to be present. We make use of various materials and aids in portraying 4-H as a vivid and dynamic program.

At this meeting, information presented on a flannelboard includes: organization of the Cooperative Extension Service, history and scope of the 4-H program, the project as a tool in the 4-H program, internal organization of a community club, and the local club and county events. A series of colored slides helps to acquaint the group with the county 4-H program.

Several older 4-H members tell about particular 4-H projects and show examples of completed projects. Then I show and explain the project bulletins and leader guides. After this much exposure to the 4-H program, the group has a chance to ask questions.

● **Group Decision:** The boys, girls, and parents then decide whether or not to organize a 4-H Club. This must be their decision because they have to feel a responsibility for the club.

● **Voluntary Parents Committee:** If the group decides to organize, volunteers are asked for a "parent committee". It is the responsibility of this committee to organize the club with the help of the leader-adviser. They are given a notebook which highlights job descriptions for the parent committee, community leader, and project leader.

It often takes several minutes for folks to volunteer for the committee. Be prepared to leave if no one volunteers. If the community is not willing to take responsibility for their club, it will have limited success at best.

● **Followup and Select Community Leader:** As soon as committee members have volunteered, they get together with the leader-adviser while the boys and girls fill out enrollment slips.

The effectiveness of the leader-adviser really begins here. He must help the new club to get started. After the orientation meeting, the leader-

(See *Organizing Clubs*, page 154)

# Perking Their Curiosity

by DOROTHY V. SMITH  
Home Economics and 4-H Editor  
New Jersey

WHY use a cornfield to demonstrate the science of growing plants to young people when a flower pot will do?

That's a question David Wood, Atlantic County 4-H Club agent, might be asking himself these days. He's had outstanding success during the last year with the house plant unit of a new indoor gardening 4-H project.

Not that Wood has any notion of dropping other agricultural projects. This seaside resort county may be best known for bathing beauties, but it has plenty of farms, too. It also has many active 4-H members with farm projects including beef cattle.

But there is a growing suburbia in Atlantic County. As with suburban areas everywhere boys and girls have limited space for farm projects. And those who do have them often find winter a slack time.

## Three States Cooperate

So when extension administrators, horticultural specialists, and club agents of Pennsylvania, Delaware, and New Jersey worked out the co-operative indoor gardening project material, Club Agent Wood lost no time in putting it to work.

Donald B. Lacey, extension specialist in home grounds who was in on the planning session, followed the Atlantic County project with special interest.

"Dave used plenty of newspaper stories and pictures," Lacey observed. "We also visited people personally—4-H leaders and prospective leaders. All this helped, for when we had our first leaders' meeting, 58 men and women turned out."



Gathering materials is first step in indoor gardening project.

A third of these people were men—a happy note since men leaders are usually on the scarce side. Some of these men were farmers, some businessmen. Nearly all were garden hobbyists.

Next came enrollment in the project and 265 boys and girls signed up. Their ages ranged from 10 to 16.

## Two Plants to Start

The project work started simply. Each member was required to grow one African violet plant and one philodendron—water them, fertilize them, repot them once, take cuttings, and exhibit plants at the County 4-H Fair.

Atlantic County had a bad storm that March. Power lines were down and some homes had no heat for a while. Club members went to no end of trouble to keep their plants from freezing.

During the year, groups made tours to greenhouses, worked up demonstrations, and held numerous sessions on plant care.

The plant show at the August fair was a big success. Some 4-H'ers had gone beyond their minimum requirements to fulfill the project by that time, collecting several varieties of African violets.

## Leaders Like Learning

Leaders got ready for the second unit at a meeting arranged by Club Agent Wood. A floral designer demonstrated flower arrangements, Christmas decorations, and dish gardens. Home Grounds Specialist Lacey handled cultural practices. The meeting was supposed to wind up at

11:15 p.m., but leaders lingered to ask questions far into the night.

Unit No. 3 deals with flower arrangement and Unit 4 with corsages, winter bouquets, and Christmas greens. Attractive printed project guides and a leader's handbook give detailed directions.

Don Lacey and Dave Wood have no doubt that there will be an eager clientele for all four units. Lacey is working up sets of slides and other visual aids to use in Atlantic and other counties where young people have taken to indoor gardening.

Don Lacey looks beyond the project and sees this new 4-H work developing life-long gardening enthusiasts and even some professionals.

Dave Wood sees the project as a wonderful way to perk the curiosity of young people in the science of plant growing.

One of the things that seems to amaze the young neophyte gardeners, he says, is that plants produced from cuttings always have the same color blooms as the original plants.

Such observations show that youngsters are waking up to nature's miracles. That alone seems to make the project a success as far as Club Agent Wood is concerned.

## ORGANIZING CLUBS

(Continued from page 153)

adviser usually meets with the parent committee two or three times, answers questions by phone, and contacts the club agent when questions arise which he or she cannot answer.

At the outset, the parent committee works collectively as the community leader. However, within a few months they select one person for this assignment and the parent committee then operates as an advisory group.

During the past 15 months, results of this plan have been impressive. The amount of time I spend on organizing each new club (from the time I contact the school principal to the completion of the orientation meeting) is 10 hours or less. Fourteen new community clubs have been organized and only one failed to continue.

Without this plan, many of these communities would not now be offering a 4-H experience to their boys and girls. This step-by-step plan makes a smooth path to organizing 4-H Clubs.

# TV School for Farmers

by Mrs. Karin Kristiansson, Assistant Editor, Vermont

BRINGING Extension to the farmer via TV is a must in the future.

So wrote one Vermont farmer about TV Dairy Days. This dairy school was telecast daily for a week on the extension program, Across the Fence.

The TV school was more than a series of dairy talks. It was a short dairy course, where we put our best TV performers in the spotlight to get across good information on dairy management. Subjects discussed were, raising dairy calves, heifers, dry and fresh cows, cowmanship, and herd management.

Four specialists shared in making the school a success. Bob Fitzsimmons, animal and dairy husbandman, served as co-ordinator and master of ceremonies. Extension Dairyman Dick Dodge discussed feeding, housing, and milking techniques. Animal Pathologist Jim Wadsworth took care of health problems in the dairy barn. Agricultural Economist Dwight Eddy brought out points on farm management.

Added attractions in the studio were three top animals from the University of Vermont dairy herd, comfortably set up in a studio pen.

## Advance Publicity

Wide publicity was given to TV Dairy Days in newspapers, radio, and television. Many agents plugged the series in their local news columns and radio programs. And the clincher in creating farmers' interest was personal contact through the county agents.

Agents sent out double announcement cards, prepared by the Office of Information. One card gave information about the series and offered a free TV packet. The other was a self-addressed enrollment card that the farmers filled out and mailed to

the Office of Information. By handling enrollment cards at the University, we saved time and simplified the distribution of packets.

Out of 12,000 farmers notified about TV Dairy Days, 2,069 enrolled for the school and received the TV dairy packet. The latter contained brieflets on raising dairy calves, milking, breeding, feeding, barn ventilation, and herd management. Also included was a special 10-page summary of the TV programs.

All 4-H adult dairy leaders in the viewing area, which includes the major part of Vermont, received the TV packet and notification about the series. Vo-ag teachers were also informed about the series and some students followed the programs on school TV sets.

At the end of the school, evaluation cards were sent to all who had registered. Nearly 400 cards, or about 20 percent, were returned. About 75 percent had watched four or five programs.

Respondents were unanimous in

their requests for more TV schools and longer air time. The majority wanted schools planned during the winter months.

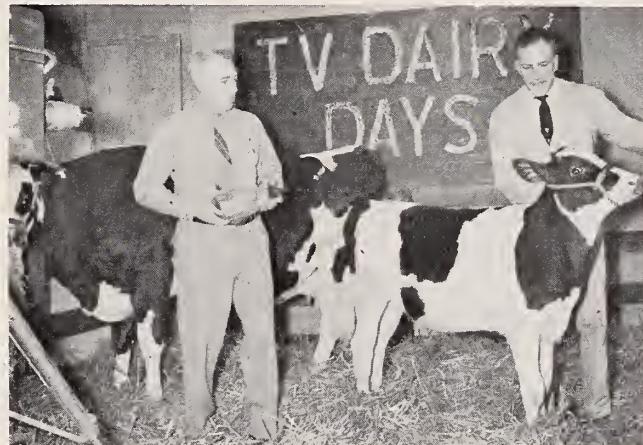
Suggestions for future schools varied. Altogether more than 450 different topics were listed. Requests were high for dairy, crops, farm management, and soils.

Some typical comments read, "more of this kind . . . ; very helpful and interesting . . . ; literature most interesting and valuable . . . ; continuing research most helpful to us . . . "

## Estimate of Value

Evaluating the TV school from the specialist's point of view, Extension Dairyman Dick Dodge says, "This relatively new way of reaching dairy farmers is very efficient. We can reach many people who prefer to sit in their own living rooms and receive information rather than change their clothes and travel to a meeting. We also know that the farmer has accepted television as an important information source."

"We realize, however, that a short TV course cannot teach in detail. Rather it motivates and interests the viewers in better farm practices. Much of the value of these schools lies in the fact that the farmers get a concentrated dose of information, supplemented with the more detailed information in the TV packet. The schools also give us a good chance to emphasize the information and help available at county extension offices."



Characteristics of good calf are explained by Specialist Bob Fitzsimmons (right). Extension Dairyman Dick Dodge is holding bottle used for feeding young calves.

# Communications Training Helps to Get Action

by HAROLD D. HURICH, *Uinta County Agent, Wyoming*

COMMUNICATIONS training can be applied to a problem to get action from the people. We proved this in a campaign to sign up ranchers in a brucellosis eradication program.

Our efforts to help Uinta County gain a modified certified brucellosis-free designation began early in 1957. The problems included active opposition by a few and passive resistance by many ranchers.

In the first 7 months of the campaign, only 12.9 percent of the ranchers signed petitions to have their cows tested. Then something happened. In the next 3 months, an additional 73.6 percent signed to shoot the total to 86.5 percent.

What spurred that 73.6 percent in less than 3 months? I think that at least three-fourths of the ranchers signed in this period as a result of a detailed educational program planned during a communications workshop and put into action immediately.

## The Situation

Uinta County is a small area in southwestern Wyoming with about 250 ranchers running 30,000 head of cattle. Previous to 1957, the county brucellosis committee had urged that Uinta go along with a brucellosis vaccination program.

In January 1957 changes in Federal laws on interstate movement of cattle really brought out some problems and it developed into a pressure program for two reasons. First, cattle from Utah moved into Uinta County for summer grazing and back to the home ranches in the fall. Rich County, Utah, had started a test program the previous year and cattlemen there were concerned about mixing of their tested cattle with Wyoming untested cattle. Could the cattle

cross back into Utah without retesting?

In the second place, some Uinta County cattle moved south into Utah for summer grazing and returned to the home ranches in the fall. Ranchers were concerned over their grazing permits and their use. Should they not be allowed to cross the State line and work under the full impact of the Federal law?

Utah was the pressure area because they were farther along in the testing program than Wyoming and could stop the movement of cattle across the State line. So it was imperative that we start a testing program.

## Intensive Campaign

Wyoming and Utah State veterinarians and ranchers met in April 1957 to discuss the problems of cattle movement. Wyoming ranchers realized that they were being pushed into a testing program, but many were really not interested.

In August, a communications training workshop was held in southwest Wyoming for all agents. From it, I hoped to develop a plan of informing the people of the brucellosis problem, to change their thinking, and to get action.

A detailed time schedule of newsletters, news articles, and radio programs was planned at the workshop. Some visual aids for newspaper use also were prepared. The schedule was put into effect immediately after the workshop.

In the first week a general newsletter was prepared and sent to all cattlemen of the county. This discussed the new law governing interstate movement of cattle, the testing program in adjoining areas, and pressure from adjoining areas and its effect on Uinta County stockmen who moved their cattle across the

State line. The general effect of the problem on all county cattlemen was covered and a possible solution suggested. This was to have 90 percent of all cattlemen petition for Uinta County to be put under a brucellosis testing program.

Every 2 weeks for 6 weeks radio programs informed the public of the brucellosis program. All phases were covered.

During the fourth week a news article with illustrations showed movement of cattle across State lines and explained why it was necessary to start a brucellosis testing program. All cattlemen in the county would be affected as well as those moving to outside areas.

In the sixth week a short letter explaining the program and a signup return card were sent to all county cattlemen.

As a result 66 percent of all ranchers were signed up by returning cards or calling at the office to sign a regular petition. Other office and outside contact accounted for a total of 86.5 percent of the ranchers. A testing program was started by State, Federal, and private veterinarians in the fall of 1957 after all cattle were on winter ranges.

## Many Values

Communications training can be of value to all who are working with the public. The ways it can be applied include: long range planning of a program, developing a time schedule using all methods of mass communications, using proper visual aids, and making use of mass methods to change thinking and to get action.

This program was a concentrated effort to inform the people, change their thinking, and get action. It was started and completed within 90 days.

# PREPARING FOR THE FUTURE

by EINAR R. RYDEN,  
*Education Specialist, Indiana*

**A**IMS of the individual in Extension, as in any other aspect of education, should be to become expert both in his vocation and in the art of good citizenship. His knowledge, skills, and attitudes will determine his success in achieving these aims.

What about the knowledge, skills, and attitudes which seem so urgently needed for the last third of the 20th century? Are they so different from those of the past? Are there actually some needs unique to the future?

## *Benefits of Knowledge*

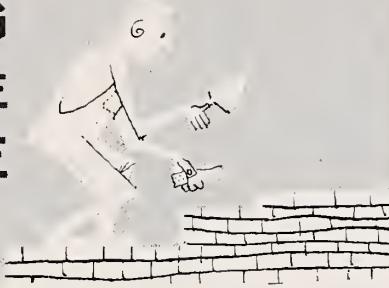
Man has learned much about himself—how he feels, thinks, acts, and, to some extent, why he feels, thinks, acts as he does. He has learned much about others, as individuals and groups.

The fundamental cause underlying the educational process is change. The man of the future must accept the reality of change. The future has to be taken into account at every stage of the educational process.

What does this mean to the individual? It means that he must gain more and more knowledge—of himself, of others, of things.

More knowledge of himself leads to self-criticism, self-understanding, self-realization. To gain the objective of self-realization, he will need an appetite for learning and to become skilled in the communication arts, problem solving, health knowledge, recreation, resources for leisure, esthetic interests, and giving responsible direction to his own life.

More knowledge of others leads to respect for humanity and puts human



relationships first. The individual will enjoy a full and varied social life and become skilled in family living—appreciating the family as a social institution, conserving family ideals, and maintaining democratic family relationships.

More knowledge of others also leads to social understanding—understanding social structures and social processes. The individual will then become skilled in working toward civic responsibility.

More knowledge of things leads to the satisfaction of good workmanship. This means that the educated producer understands the requirements and opportunities for various jobs, selects his occupation, succeeds in his vocation, maintains and improves his efficiency, appreciates the social value of his work, and plans the economics of his own life.

A combination of these aspects of knowledge will lead to wisdom. Experience is what life has yielded and knowledge is that which is clearly perceived. But wisdom transcends them both.

## *Identifying Skills*

We said earlier that the individual should seek expertness in his vocation. It is difficult to separate knowledge and skill, since skill means knowledge of an art or science, combined with mastery of its technique. Aptitude, dexterity, and cleverness are parts of skill. But skills can be identified and conveniently labeled.

The terrific drive of the individual for self-realization brings him to learn those skills he feels he needs most. Yet he often is not the best judge of needed skills; he must have both guidance and training in their

selection. For example, early in life the individual should learn about skills needed for social intelligence. Yet it is late, if ever, that he realizes the value of some of them.

In the past 50 years or so, we have learned a great deal about social sciences, psychology, sociology, cultural anthropology, and communications. Extension workers must become skillful in using this new knowledge, since the greater portion of their time is spent in dealing with people.

In the area of human relation skills there is no convenient formula, no bag of tricks. Techniques must be known and skills developed, but learning should be in terms of the complexity of individual and group situations, and not mere techniques. In addition to action skill, we must train in analysis, planning, and evaluation.

## *Affecting Attitudes*

Motor skills directed toward manipulating objects require a higher level of development when problem solving is involved. And they are of little significance if not accompanied by social and intelligent behavior. This also is true of motor skills in the use of language. And finally, motor skills to be useful involve primary consideration of attitudes, feelings, and emotions.

Volumes have been written and numerous studies made on attitudes. Studies show that we learn attitudes by experience, by shock, and by adopting them ready-made. Countless attitudes are learned early in life; some are deep-seated and difficult to change.

Fortunately attitudes can be changed through the very processes by which they were learned. As the individual learns to understand more fully how his own attitudes were formed, he begins to appreciate the significance of his own attitudes and value concepts. Gradually he will be more ready to accept the challenge of changing attitudes. But he must understand this about his own behavior before he can understand others.

The most important single factor is that the individual wants to change, that he wants to go on learning. And as he increases his knowledge of himself, of others, of things, he will be well prepared for the future.

# Time Out for Graduate Study

by PATRICK E. SMYTHE, Republic County Agent, Kansas

It's never too late and, to a certain degree, the sooner the better, is my philosophy on the time to do graduate study. Certainly 2 years in the Army, 1 year farming, and 1 year as an assistant county agent after graduation from Kansas State College in 1953 made my advanced study more meaningful. I had a deeper understanding and appreciation of the courses.

I considered my move 6 months before deciding. My district agent and county agent both encouraged me to go back to school.

Like many extension agents, I was able to take advantage of GI educational assistance. Another reason for going back to school was the offer of an assistantship in the agricultural economics department.

Graduate study and the extension profession are truly cooperative affairs as far as a family is concerned. The encouragement and cooperation of one's family means much during graduate study.

I have counted more than 30 fields that county agricultural agents work in as they serve people in their area. Possibly the most difficult decision to make after choosing graduate study is to choose the major field. For many, extension education may be the choice. Others may wish to do advanced work in livestock or crops, thinking of a future as an extension specialist.

For me the choice was agricultural economics. This was my major in both undergraduate and graduate study. With increasing emphasis on marketing, agribusiness, and the economics of farming, this field gave me both a broad background and some technical knowledge of this business of farming.

Courses included economics, marketing, agricultural policy, and specialized fields like market prices and production economics.

My thesis was on agricultural policy, *The Alternative Basis for Allo-*

cation of Wheat Allotments. It was a study of the two-price plan for wheat and suggested changes in the proposal.

As a part of the assistantship I studied the soil bank program in Kansas. A questionnaire was sent to county agricultural agents for their opinions on what farmers would have done if there had been no soil bank program. This material was published.

As a result of study, I find economic news and problems of farmers in my county have greater meaning than before.

## When to Go

For me the plan of working for a while then returning to school worked out satisfactorily. I recommend doing this if a person is confident he will return to college for graduate work. Experience in a county is valuable to a graduate student. For some, considering finances, family, and desires, it may be wiser to do graduate work immediately following graduation.

Certainly the extension director and dean of agriculture in each State college or university can offer suggestions and guidance to agents as they make these important decisions.

I enjoyed graduate study, especially the associations with the professors in my major field. During the 6 months I have been in a county of my own I have become increasingly aware of the value of my study. In working with farm families, personnel of cooperating agencies, and in my thinking and planning, the benefits of graduate study have become evident.

It's my belief that an increasing number of county extension agents—agricultural, home economics, and 4-H Club—could and should find graduate study the rocket they will mount for a shot at their professional moon.



County Agent Smythe (left) discusses corn quality on farm visit.

## POND SAFETY

(Continued from page 149)

gram was instituted. In February, district supervisors of the N. C. Board of Farm Organizations and Agencies were shown a farm pond safety demonstration. Hundreds of farm women attending the 1958 Farm Home Week at N. C. State College heard talks on pond safety.

Again, waterfront supervisors carried out training programs in the State's four 4-H camps in the summer of 1958. The 1,200 4-H'ers attending the 1958 State 4-H Club Week received instruction on safety.

The spark of enthusiasm for saving lives is spreading. Throughout the program, emphasis has been on helping each farm pond owner realize he has a responsibility to prevent drownings, to keep small children away from ponds, and to caution against swimming alone.

In July 1958, the North Carolina Extension Service received a plaque from the American Water Safety Congress for this pilot project in farm pond safety.

"The work in North Carolina is progressing," according to Director Weaver, "and it will continue. It is my sincere hope that this movement will spread across the country. A program of education and instruction is about the only resource that we can rely upon to help prevent serious accidents and needless loss of life in our farm ponds."

# NEWS and VIEWS

## Ferguson, Shuman to Speak at County Agents Meeting

Plans are rapidly taking shape for the 1959 annual meeting of the National Association of County Agricultural Agents. More than 1500 agents, wives, and children are expected to attend the meeting September 6-10 in Kansas City, Mo.

Activities start Sunday afternoon, September 6, with a flag-raising ceremony at the new Agricultural Hall of Fame site. Among scheduled speakers during the week are: C. M. Ferguson, Administrator, Federal Extension Service; Charles B. Shuman, President, American Farm Bureau Federation; and Dr. Kenneth McFarland, General Motors Corp.

Panel discussions will deal with "The Importance of the County Agent's Role," and "The Family as the Key to Balanced Farming." A highlight will be a bus tour to nearby Missouri and Kansas farms to see Balanced Farming in action.

## Book Reviews

**CONCENTRATED SPRAY EQUIPMENT** by S. F. Potts. Published by Durland Books, Caldwell, N.J. 600 pp.

Mr. Potts has drawn together all available information on concentrated spray equipment mixtures and application methods into a readily usable text.

Starting with the terminology that is used in this relatively new field,



President Eisenhower cuts the ribbon at the formal opening, June 16, of the National 4-H Club Center, Washington, D. C. Looking on (left to right) are: J. O. Knapp, Director of Extension, West Virginia, and Chairman, Board of Trustees, National 4-H Club Foundation; Miss Gertrude Warren, pioneer leader in 4-H work; Larry Dilda, North Carolina 4-H Club member; Donald D. Danforth, President, Danforth Foundation; Secretary of Agriculture Ezra Taft Benson; Anita Hollmer, New York 4-H Club member; and Assistant Secretary of Agriculture E. L. Peterson.

the book thoroughly covers the fundamentals of application of concentrated sprays, dusts, etc. The third chapter, some 160 pages in length, is a thorough treatment of ground spray equipment, from large mist blowers to small hand atomizers. The fourth chapter is devoted to aerial equipment and its use. The fifth chapter contains information on methods of mixing and formulating insecticides and fungicides.

This is undoubtedly the most comprehensive book on spray equipment available at the present time, and would be a handy reference for both the specialist and the county agent.—*R. O. Gilden, Federal Extension Service.*

**VOCATIONAL TRAINING DIRECTORY OF THE UNITED STATES** Compiled by Nathan M. Cohen. Published by Potomac Press, Arlington, Va.

This third edition gives tuition changes, approval status, and other information for more than 7,000 private and public schools of the United States offering vocational training.

Information is arranged by groups of schools (i.e., business schools, health service schools) by State. There is also a course index listing

nearly 500 different courses available from accountant and acrobatics to x-ray technician and yarn manufacture.

This is a useful tool for people involved in career exploration.—*V. J. McAuliffe, Federal Extension Service.*

## Monthly Revisions in Publications Inventory

The following new titles should be added to the Annual Inventory List of USDA Popular Publications. Bulletins that have been replaced should be discarded. Bulk supplies of publications may be obtained under the procedure set up by your publication distribution officer.

- |        |   |
|--------|---|
| F 1459 | Selling Black Walnut Timber—<br>Slight Revision 1959                                |
| F 1624 | The Mexican Bean Beetle in the<br>East and Its Control—Reprint                      |
| F 1798 | Control of Common White Grubs<br>in Cereal and Forage Crops—Slight<br>Revision 1959 |
| F 2051 | Pepper Production, Disease and<br>Insect Control—Revision 1959                      |
| F 2123 | Growing American Bunch Grapes—<br>New   |
| L 449  | Okra Culture—New  |
| L 451  | Newcastle Disease in Poultry—<br>How to Control it—New                              |

# OPERATION MODERATION

by J. E. PEHRSON, JR., *Orange County Farm Advisor, California.*

**O**PERATION Moderation might be the name of the campaign for more realistic citrus fertilization practices being carried on by extension workers in Orange County, Calif.

We have been urging citrus growers to reappraise their fertilization program. Where it is excessive, we suggest they either reduce or dispense with nitrogen fertilization for a time. The payoff for several months of hard work on this subject started to show up last spring.

We knew the amount of fertilizer that citrus growers were using. We've kept up with these figures, mainly through our annual management and cost of production surveys, made every year for 32 years. The cultural information supplied by 40 to 60 growers, plus the data we pick up in all our grower contacts, gave us a good picture of what was going on. One thing we observed was the tendency for growers to nudge their fertilizer applications a notch higher quite frequently.

## Educational Aims

When Dr. W. W. Jones and Dr. T. W. Embleton of the Citrus Experiment Station started their fertilization plots in Orange County, they were interested in fruit quality. Their work showed that as long as the trees were kept above a deficiency level for nitrogen, the yields remained the same, but fruit size and quality were highest in the low to

moderate range of fertilization. So our job was to tell growers how to fertilize for quality and size, something many of them were not doing.

First Dr. Jones held a citrus tour to show the plot work. In July 1957 we included a page on this subject in a cost study write-up and called it, *What Some Growers Are Doing*. The simple fact is that many growers have been using more fertilizer than necessary. In this case, if a little is good, more is no better—it just costs more.

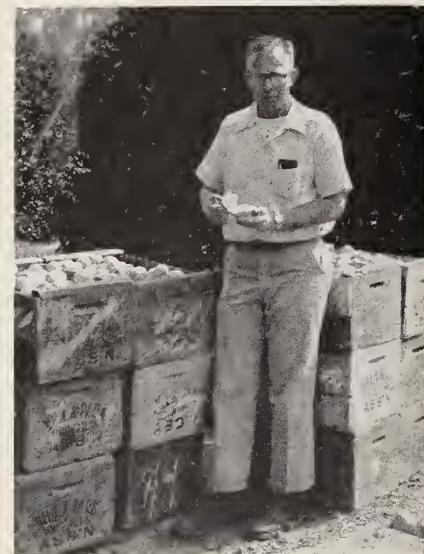
## Contact Methods

By this time a few people were beginning to take notice of what we were recommending—it might save them money. We followed up with a roundtable talk with Orange County packing house managers in September, in which Drs. Jones and Embleton participated.

In November we issued a local newsletter urging growers to take a really hard look at their citrus fertilization practices and costs. We then opened their eyes with a citrus meeting in December at which Dr. Embleton reported on fertilization results in local orchards.

In January 1958 we held a Growers' Day at the Citrus Experiment Station. Here Orange County farmers had the opportunity to talk with staff members and see for themselves what moderate rates of fertilization could do.

Another newsletter was sent in February with more of this informa-



Citrus trees do best on moderate amounts of fertilizer, according to Orange County Farm Advisor J. E. Pehrson.

tion. It pointed out that at the beginning of the fertilization season growers could save money by reducing their application rates, and the trees would not know the difference. This was talked up in local farm center field meetings throughout the spring.

## Look at the Record

As far as results are concerned, we're proud of this record. One grower can actually point to savings of \$18,000 in the past two years as a result of following our suggestions and recommendations for moderate use of fertilizer. Another told us that our information had saved him more than \$5,000.

At a conservative estimate, local growers kept some \$200,000 in their pockets last spring as a result of our campaign for moderate but adequate citrus fertilization.